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THE DIRECTOR'S ANNUAL REPORT — 1983
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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

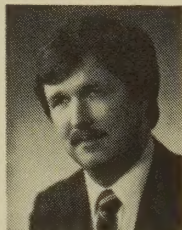
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON — 1983 —

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Marjorie S. Baskin
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WARD 1



Robert D.R. McMurrich
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WARD 2



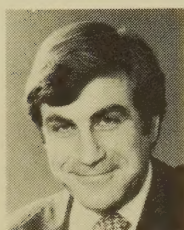
Dr. Harry Paikin
522-6212

WARD 2



Lillian Vine
528-5043

WARD 3



Bert J. Allen
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Sandi M. Bell
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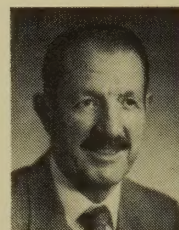
Ruth Van Horne
544-2060

WARD 5



Margaret A. Cunningham
561-9471

WARD 5



Rev. Joseph H. Rogers
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WARD 6



June L. Deans
389-3355

WARD 6



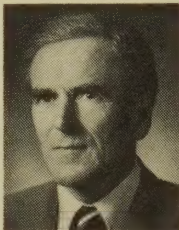
Marion E. Lowe
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WARD 7



Helen M. Detwiler
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WARD 7



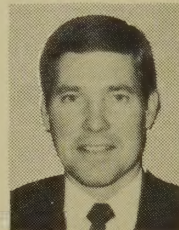
Peter C. Kennedy
389-3522

WARD 8



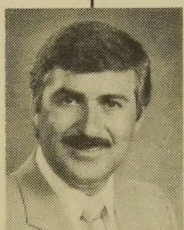
Mary Caye Clarke
385-1790

WARD 8



Wesley R. Hicks
383-2222

Elected on city-wide basis by Separate School Electors



Angelo V. Di Ianni
385-1903



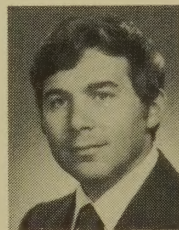
Joseph C. Flaherty
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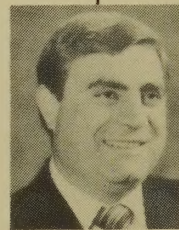
Carmen P. Frosina
561-8901



Thomas J. Gallagher
388-2560



Murray R. Mazza
561-1444



Leonard Varrasso
383-4565

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Mrs. Georgette Garon
Miss Renee Lapointe
Mrs. Maria Barker
Mr. Jean Desmarais
Mr. Gaetan Lord

• Special Education Advisory Committee

Mrs. Shereen Airth
Mrs. Judith Bishop
Dr. Alan Finlayson
Dr. Joseph Jacobs
Miss Julie LaFrance
Mrs. Judy Masters

Dr. Mark Nagler
Dr. Peter Rosenbaum
Mr. Stefan Ryznyk
Mrs. Dorothy Tilbury
Miss Helen Benoit
Mr. Jean Desmarais

• Supervised Alternative Learning for Excused Pupils Committee

Mr. Robert Sutton
Mr. George Martin
Miss Joan Rogers
Mr. Bernard Morelli

• Trainable Retarded Children's Advisory Committee

Mr. Edgar Daly
Mr. Richard Hamel
Dr. Joseph Jacobs

To the Members of the Board:

This 1983 Annual Report has provided your administration with an opportunity to review the past 12 months and to place before the public a brief overview of school system developments.

Recognizing that Hamilton residents who no longer have children in our schools represent a growing majority, this report also highlights programs which are of interest and available to all Hamilton taxpayers.

During 1983, the Board has served approximately 42,000 students in the regular day program. Nearly 13,000 adults have enrolled in classes offered both during the day and evening as part of the Board's continuing education services. A total of 98 schools are now in operation--74 elementary, 21 secondary and three schools for the trainable retarded. The Board has a total staff of more than 3,500. The 1983 operating budget estimates are \$142.9 million.

In December, 1982, the Board of Education elected Mrs. Marion E. Lowe to serve as Chairman during 1983. The full Board met at 8:00 p.m. on the second Thursday of each month, except in August. In order to accomplish its many tasks, the Board divided itself into two main working committees -- Education Management and Business Management which held regular meetings during the week preceding each Board meeting. Four statutory committees and several ad hoc committees were also at work throughout the year.

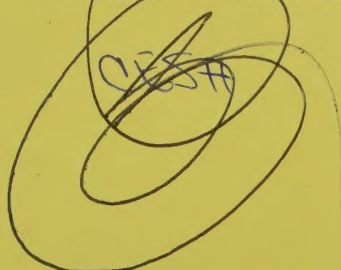
A great deal of community input took place through presentations to the Board, particularly regarding possible school closures. Such participation by Hamilton taxpayers in the decision-making process was actively encouraged by the Board.

While 1983 has been a year marked by high unemployment and by fiscal restraint, it has also been a year of many educational accomplishments as you will see in this report.

I would like to express my appreciation to all Members of the Board, to the staff and to the community for their dedication to the cause of education throughout 1983.

Arnold J. Krever
Director of Education

This Volume



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Hamilton Public Library**

ADMINISTRATIVE ORGANIZATION

Hamilton's school system is organized into three administrative panels and six area superintendencies as pictured on the inside back cover of this report. The Operations panel's administrative responsibilities centre around the day-to-day operation of schools, including the hiring and allocation of teaching staff. Student admissions, promotion statistics and reporting are also involved. The Curriculum and Special Services panel is concerned with the development of school curriculum and with professional development of staff. Our Business Administration panel has

responsibilities related to finances, school plant maintenance and the provision of non-teaching support staff. The Board's 98 schools have been organized into six areas, each headed administratively by an area superintendent who is responsible for the quality of education in the schools throughout his area. In addition to area responsibilities, each superintendent assumes several school system-level responsibilities each year.

Key developments of 1983, as they relate to each of the three administrative panels, have been highlighted briefly on the following pages.



What was once a surplus classroom in Delta Secondary School is now a pre-school nursery with a difference. It has been organized so that parents can attend Delta while their children are cared for within the school. While not in class themselves, parents can take part in this nursery making it an even more fun-filled place for youngsters. Other Delta students gain first-hand knowledge about child development and parenting skills by visiting and assisting in the nursery.

OPERATIONS

MINISTRY'S PLANNING FOR "RENEWAL OF SECONDARY EDUCATION" IN ONTARIO

The genesis of the Renewal of Secondary Education in Ontario (R.O.S.E.) came from recommendations contained in a very extensive Ministry of Education review of secondary school education in the province through the Secondary Education Review Project (S.E.R.P.). The directions for changes in policy, program and diploma requirements for Grades 7 to 12 are contained in a circular called Ontario Schools: Intermediate and Senior (O.S.I.S.).

It is important to note that O.S.I.S. is part of a continuum which builds upon the primary and junior elementary school programs which have educational goals to provide a range of learning opportunities for individual students to develop their knowledge, interest, skills and attitudes to the fullest degree possible.

Although the final edition of O.S.I.S. was not released by the Ontario Ministry of Education until October 1983, our school system began intensive planning in February when a "R.O.S.E./O.S.I.S. Steering Committee", representative of the expertise and interests of our senior elementary and secondary schools was established. Its work was based upon directions contained in a draft edition of O.S.I.S. The final edition

contains only very minor revisions. Consequently, nearly all of the planning needed to implement changes required for next September has now been completed in our system.

Summary of Changes Contained in the Document

Beginning in September 1984, only students in Grades 7, 8 and 9 will be involved in program changes. In the elementary grades, these changes will focus on the school guidance program. A minimum of twenty hours will be mandatory for each student for instruction and counselling. In addition, the individual subject time allocations will be modified to address students' program needs better.

Those students entering Grade 9 next September will be required to obtain a minimum of 30 credits for the new Ontario Secondary School Diploma (OSSD). Sixteen (16) of these credits will be compulsory and a minimum of 14 will be elective. Students will be encouraged to study more than the minimum number of subjects. Ontario Academic Courses (O.A.C.'s) which are designed for students planning to enter university may be counted toward the 30 credit OSSD.

A student who leaves school early may request a Certificate of Education upon completion of 6 compulsory subjects and a minimum of 8 elective subjects.

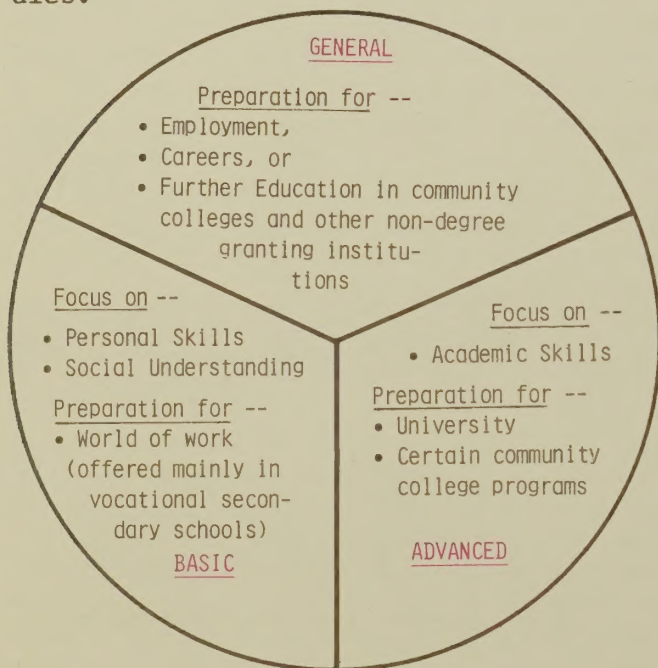
SUMMARY OF NEW REQUIREMENTS

*Credit is a minimum
of 110 hours per year.

GRADE 7 & 8 MINIMUM TIME ALLOCATION	GRADE 9, 10, 11 & 12 ONTARIO SECONDARY SCHOOL DIPLOMA	GRADE 9, 10, & 11 CERTIFICATE OF EDUCATION
HOURS	CREDITS*	CREDITS*
LANGUAGE ARTS	ENGLISH 5	ENGLISH 2
FIRST LANGUAGE (English/Francais) 150	FRENCH 1	
SECOND LANGUAGE (F.S.L./Anglais) 60-120	MATHEMATICS 2	MATHEMATICS 1
MATHEMATICS 120	SCIENCE 2	SCIENCE 1
SCIENCE 80	HISTORY 1	HISTORY } 1
HISTORY	GEOGRAPHY 1	GEOGRAPHY }
GEOGRAPHY 120	ARTS 1	PHYSICAL & HEALTH EDUCATION 1
DRAMATIC ARTS,	PHYSICAL & HEALTH EDUCATION 1	6 Cr.
VISUAL ARTS, MUSIC 120	BUSINESS/ TECHNOLOGY STUDIES 1	
PHYSICAL & HEALTH EDUCATION 80	SENIOR SOCIAL SCIENCE 1	
GUIDANCE 20	16 Cr.	
PERSONAL & PRACTICAL STUDIES 115-175		

Levels of Difficulty

Where circumstances permit, secondary school courses from Grades 9 to 12 will be offered at one or more levels (Basic, General, and Advanced) in order to meet the learning needs of students. Within these levels, short courses may be offered in quarter-credit (30-hour) modules.



Focus on the Work World

In the O.S.I.S. document, considerable emphasis is placed on programs oriented to student preparation for business and industry through cooperative education, accommodating students returning to schools, work experience, business and technological education, community and school-related packages, and linkage.

Program Planning

In order to meet the students' educational needs and to develop a balanced program, there must be cooperative planning with pupils, parents and teachers. The O.S.I.S. document directs this planning to be done through the assistance of new and well-described school guidance programs from Grade 7 to 12, through course guidelines, school calendars and up-to-date student records.

Returning to Secondary School

There are many people in our community wishing to return to a secondary school on a full-time, part-time or a short term basis. To accommodate these various needs, schools are encouraged through O.S.I.S. to make new educational opportunities available to individuals through private and independent study, continuing education, correspondence education, summer schools and flexible timetabling.

Length of Time To Complete Diploma Requirements

As in past years, students are encouraged to explore various subjects in Grades 9 and 10 in order to confirm some of their interests and special subject talents, and to prepare for specific career goals in Grades 11 and 12. With good counselling, students can choose the length of time to complete secondary school. Those students planning to enter university should strongly consider four and one-half to five years to complete an enriched program of studies. Those students planning to enter community colleges or to proceed directly to work may wish to complete the OSSD in four years. In both cases, students are encouraged to obtain more than the minimum 30 credits required for the diploma.

Implementation of the Renewal of Secondary Education

Through our R.O.S.E./O.S.I.S. and Middle School Study Committees, much planning has been done and continues to be done in the school system to prepare students, teachers and parents for this new thrust in secondary education for our province. We are confident that with the continued support of the trustees and our well qualified school and administrative staff, we can address the educational challenges that are before us in the 1980's.

TOO MANY SCHOOLS; TOO FEW STUDENTS

Declining enrolment presents serious problems for everyone involved in Hamilton education. As numbers fall in particular schools, it becomes increasingly difficult to present a good breadth of school program opportunities for students. Any proposal to close any school however, is met with community concern.

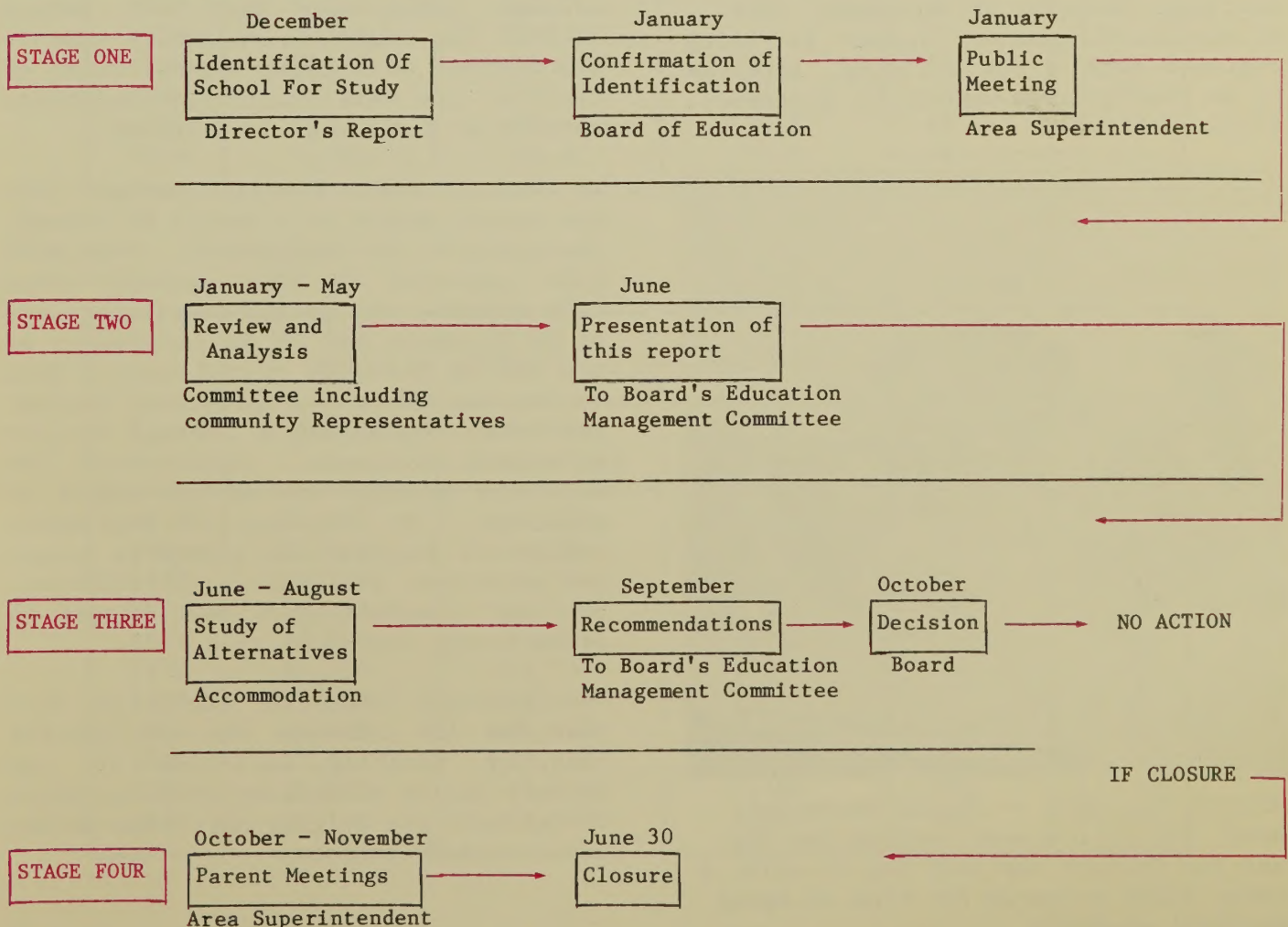
Hamilton experienced tremendous enrolment growth throughout the school system from the 1950's through the 1970's. Since then, this trend has been reversed. Enrolment has declined and is projected to continue downward throughout the 1980's. Twenty-five years ago,

we had approximately the same number of students--40,600 as compared to 41,205 this Fall. In 1958 we had only 60 schools however, as compared to 98 schools now in operation.

Each year, the Director's Accommodation Committee studies enrolment patterns and advises on how changes could possibly improve the provision of learning opportunities for students.

So that everyone in the community can make their views known on possible school closures, the Board has put into place a policy regarding the consolidation of school accommodation. The steps involved in this policy are shown graphically in the flow diagram below.

School Consolidation Policy (Elementary Schools)



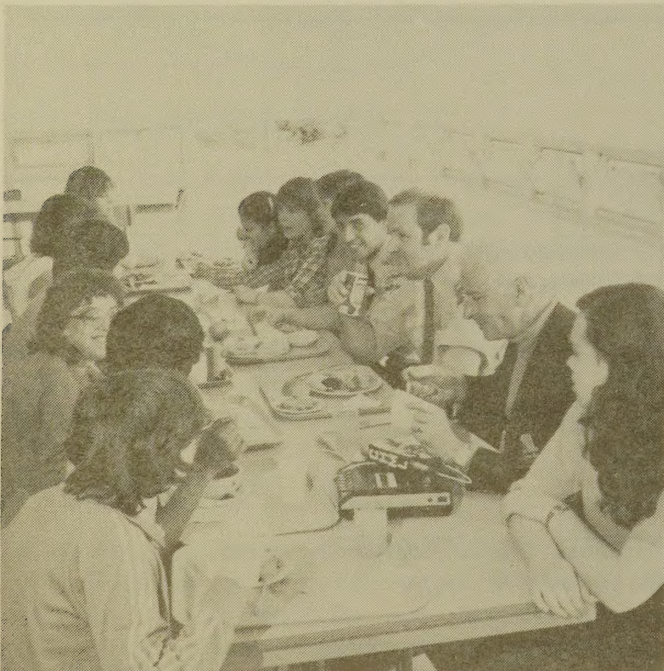
STAFFING

At the end of June 1983, Princess Elizabeth Elementary and Eastview School for the Trainable Retarded were closed as a result of deliberations which took place a year ago.

Next June, our two Grade 13 schools (Hamilton Collegiate Institute and Southmount) will be closed.

Several additional schools were identified in this year's accommodation report for study and possible closure. As a result, Ryckman's Corners Elementary School will be closed in June 1984, and in June of 1985, West Avenue and Allenby elementary schools will be closed.

Wentworth Elementary School will move into a renovated Hamilton Collegiate Institute building in September, 1984. Strathcona Elementary School is being replaced with a new building, expected to be ready for occupancy by September, 1985.



POLICE FOR LUNCH -- During Education Week, the police were invited one day and bus drivers the next day to enjoy a tasty lunch prepared for them by Agnes Macphail students.

Staffing is an ongoing and a complex process.

Each Spring, staff needs are determined for the coming September 30, based upon enrolment projections, retirements, resignations, etc. While unpredictable shifts in student population often occur during the Summer, the opening and closing of classes after the first day of school have serious repercussions and are avoided as much as possible.

City-wide staffing levels must fall in line with terms of collective agreements which establish allowable average class sizes and pupil-teacher ratios. For example, in Junior Kindergarten the number of students should not exceed 20, while in primary grades the city-wide average class size must not exceed 25.73. The composite secondary schools are staffed to a pupil-teacher ratio of 17.5 to one and vocational secondary schools at a ratio of 12.5 to one.

In June of 1983, 95 staff members left the school system as a result of leaves, resignations and retirements. Even with this reduction in staff numbers taken into account, the probationary contracts of 80 teachers had to be terminated at the end of the past school year. This action was based upon projected September needs, reflecting a further decline in school enrolment. Fortunately, the enrolment decline was not as severe as expected. By the end of September, nearly all teachers who wished to return had positions available. In addition, 69 "new" teachers have been signed to probationary contracts this Fall.

The Hamilton Board of Education this year has 184 teachers who are sharing jobs or teaching part-time in the primary/junior elementary division while 32 teachers are working part-time within our secondary schools.

The sharing of jobs is a concept which is being welcomed by the Board because it diminishes, to some extent, the impact of the difficult employment situation in our community.

Year	NUMBER OF TEACHERS IN HAMILTON SCHOOLS				
	Elementary	Secondary (Composite)	Secondary (Vocational)	Trainable Retarded	Total
1973	1,379.3	942.7	163	39	2,524.0
1974	1,370.1	932.3	160.5	46	2,508.9
1975	1,385.8	929.2	162.5	48	2,525.5
1976	1,361.2	940.7	168	49	2,518.9
1977	1,326.6	921.2	170	49	2,466.8
1978	1,277.7	888.7	171	47	2,384.4
1979	1,244.6	857.7	174	49	2,325.3
1980	1,257.7	825.5	169	48	2,300.2
1981	1,257.4	803.6	164	45	2,270.0
1982	1,259.4	781	170.5	48	2,258.9
1983	1,285.25	791.8	176.0	42	2,295.1

Year	NUMBER OF STUDENTS IN HAMILTON SCHOOLS				
	Elementary	Secondary (Composite)	Secondary (Vocational)	Trainable Retarded	Total
1973	32,114	16,745	2,220	421	51,500
1974	31,044	16,386	2,154	451	50,035
1975	30,208	16,560	2,108	458	49,334
1976	29,099	16,545	2,165	465	48,274
1977	28,189	15,805	2,137	444	46,575
1978	26,754	15,553	2,195	439	44,941
1979	25,533	15,028	2,167	439	43,167
1980	25,859	14,427	2,118	416	42,820
1981	25,417	13,911	2,041	411	41,780
1982	25,505	13,710	2,104	385	41,704
1983	25,191	13,580	2,094	340	41,205

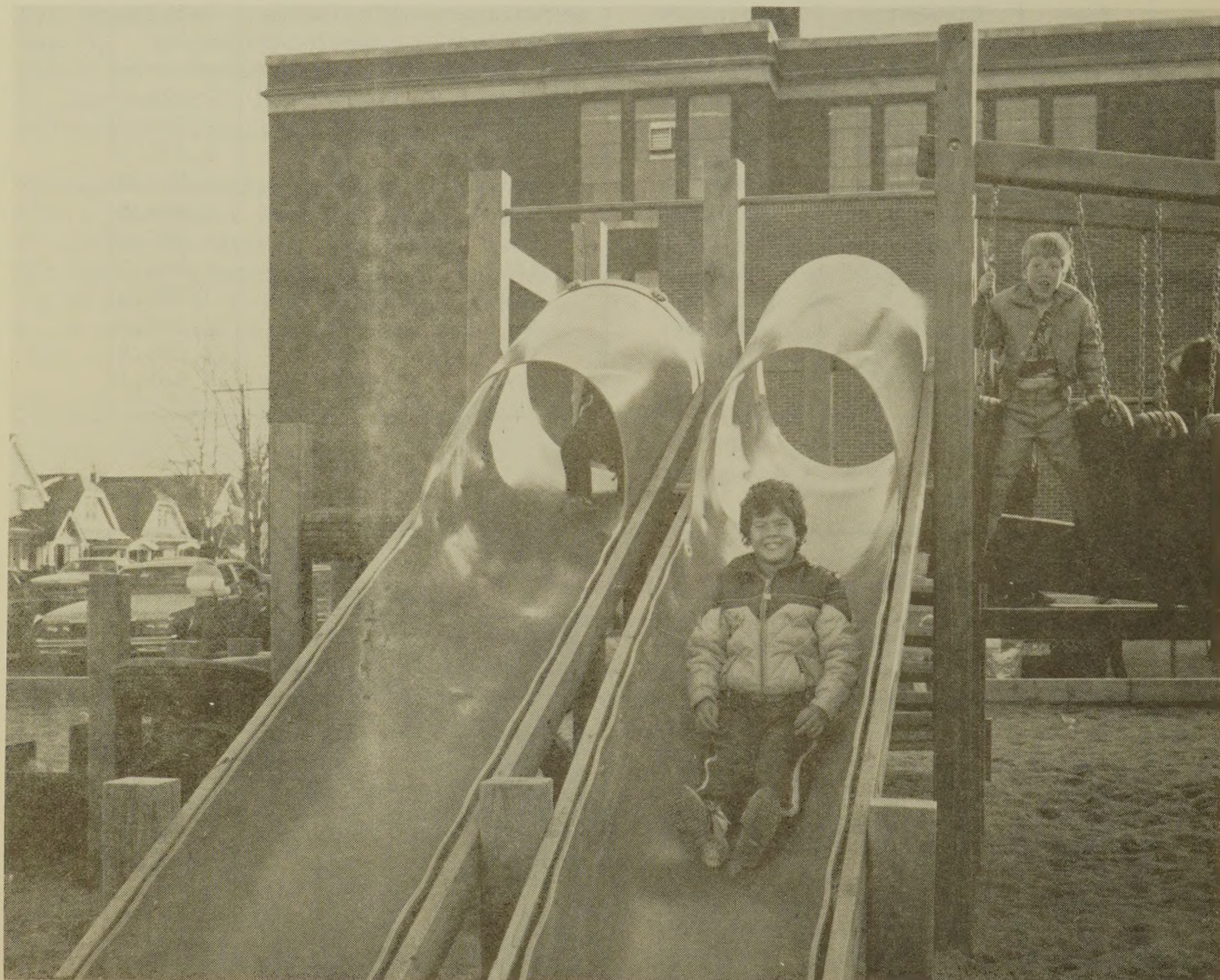
CURRICULUM and SPECIAL SERVICES

The Ministry's new directions for the renewal of secondary education in Ontario, combined with the return of Grade 13 into the composite secondary schools next Fall, have created a need for flexibility in curriculum development. The "Five-Year Hamilton Curriculum Plan" has been revised to a three-year model. Its purpose has remained unchanged--to assure quality and ordered change at a pace which teachers can manage.

The emphasis during 1983 has been in the areas of curriculum writing, and in-

service training of teachers. Last Summer, eight teams were employed specifically on curriculum and learning materials with some funding from various government sources.

It is our intention to involve the community through the Industry-Education Council in ad hoc advisory committees in the areas of Business, Technical Education and Family Studies as need for input arises. Community, business and industry input enriches our curriculum and keeps it up-to-date.



W. H. Ballard Elementary School is among 13 which now have "creative playgrounds" resulting from cooperative efforts of community groups, the Board and the City's Culture and Recreation Department. These playgrounds are not only used during school hours but are available seven days a week throughout the year for use by all families in the area.

BRIEF OVERVIEW OF 1983 CURRICULUM DEVELOPMENTS

PRIMARY EDUCATION

The Primary Education Department had several major focuses during 1982-83 specifically in the preparation of materials combined with in-service programs for teachers of young children. These included new sections added to the handbook for Primary teachers, in-service for Kindergarten to Grade 8 dictionary skills and the publication of "Beginnings", a document offering practical suggestions for teachers of junior and senior Kindergarten.

The 1982-83 school year saw the completion of the design phase of a Primary Environmental Studies Project. During July, nine teachers were hired to write twelve units for Kindergarten and Grade one. At present, the units are being edited. Field test schools have been selected and plans for in-service of teachers and principals are being developed.

LANGUAGES

A French Language Continuum for the Primary Division of the French Immersion Program has now been developed.

During 1982-83, a general level core French program was also developed for use on a pilot basis in Grade 9 at Glen-dale and Sir Allan MacNab Secondary Schools. Student achievement in the general-level program has been excellent and the pilot program is continuing in Grade 10 at both schools this Fall.

Through the Ministry of Education, we have been able to acquire the services of three French-language monitors this year to work eight hours per week with individual students and small groups within our senior elementary core French and French immersion programs.

Three Hamilton secondary students took part in a three-month Ontario/Quebec Exchange.

German students competed in the regional contest of the Ontario High School German Contest in greater numbers than ever before (124 competitors from Grades 10-13). Eight of these students were selected to compete in the provincial finals where one student received a major prize--an all-expense-paid trip to study in West Germany last Summer.

ART

Numerous exhibitions and displays have kept the public aware of the fine visual arts being created by our students. The following exhibitions are examples: Hamilton Dental Association, the Bank of Montreal, Young Authors' Project, Week of the Child, Education Week, Ontario Arts Council, plus regular displays in the City Hall, Education Centre, malls and libraries.

In 1981, the Board passed a motion establishing a new concept which would have a professional artist studio located within a school. The Board agreed to make available the use of an empty classroom at Hill Park Secondary School. In return the chosen artist would provide specified cultural experiences to the school and to the community.

This project has provided a good opportunity for the entire community to observe a working artist as a contributing member of our society through a very positive use of surplus classroom space. It has seen an expansion from one to four schools this Fall and is still not meeting current demands. Interest has also been stronger in the Ontario Art Council's project of Artist-in-the-classroom.

Sensitivity comes from first-hand experiences. To meet this need, approximately 3,000 students from Grades 6-13 have been involved in programs associated with the Art Gallery of Hamilton in 1983.



ARTIST-IN-RESIDENCE -- Professional artist Helen Ness is one of six whose studios now exist within four secondary schools. The Board provides the space at no cost. In return, students gain many benefits. Above, Helen is discussing oil painting techniques with budding artists in her studio located within Sir John A. Macdonald Secondary School.

TECHNICAL EDUCATION

Micro-processors have moved into our technical education program. Eight machine shops are now working with programmable digital readout units. Ways of simulating the basic operations of a computer aided design system are also being investigated.

SAFE PRACTICES in technical programs were supported once again by the involvement of four composite schools in the Industrial Accident Prevention Association's safety contest. Westmount advanced successfully to one of the final provincial stages.

GEOGRAPHY

A committee has drafted a language policy for consideration by the Geography heads of departments this Fall. The particular focus is on visual and graphic language of maps, photos, and models.

In October of 1982, the Man-Environment Impact Conference was held at the Convention Centre and its impact is still being felt in our schools. Two thousand and five hundred educators, business people and concerned citizens participated in this world class conference. Jacques Cousteau spoke to 3,000 students

at McMaster and to the public as part of the Festival.

A large measure of the success was due to the hard work done by Hamilton Geography, Science and Outdoor Education staff.

HISTORY

A Special Projects Grant was received from the Ministry of Education for developing units on Indians of the Eastern Woodlands and Indians of the Plains. Both units, now in draft form, are being tested in selected senior elementary schools.

FAMILY STUDIES

In-school cooperative nursery schools have been established to provide practical experience for students taking Family Studies. The relocation of Mother Goose Co-op into Westdale School occurred in 1979 as a pilot project to assist the Family Studies program. Such interaction has continued to expand and now students are working at eleven community facilities in addition to Mother Goose.

The Delta nursery school, now in its third year, continues to offer a good opportunity for parents who wish to return to secondary school themselves and participate in this nursery. It is providing a much needed community resource.

The Agnes Macphail Infant Centre program during its first year of operation (1982-83), had a positive impact on the lives of the students and their infants. Students who have become mothers may place their children (6 weeks to 3 years of age) into the Infant Centre located within the Agnes Macphail Secondary School. Students are able to earn credits for a significant portion of the day. They are also able to spend a reasonable amount of time assisting with their children in the nursery, thereby acquiring quality parenting skills.

ENGLISH

For the past two years, and especially during 1982-83, work on the Liaison Project in English at the Secondary/Post Secondary Interface for the Ministry of Education required a great deal of energy and time. A total of 52 meetings was held and a final report was presented to the Ministry in June, 1983.

New "Writing Folders" that emphasize the process approach to the teaching of writing were pilot-tested in 18 elementary and secondary schools in the east end of Hamilton last year.

Near the end of the school year, an evaluation of the folder was carried out in preparation for implementation in other areas of the city.

BUSINESS EDUCATION

A major thrust centred around the active involvement of the Supervisor in a series of 15-20 visits made to local firms throughout the year. He reviewed their office and store-hiring requirements, job descriptions, equipment and systems used, and got their comments on many of our course outlines.

SCIENCE

Grade 6 core Science units were fully implemented in all schools during 1982-83 and principal/area superintendent evaluations are now being received. Grade 6 optional units were field tested and revised. Grade 5 core units were developed, field tested and revised.

Science Fairs in Grades 7 and 8 increased this year with more participation at the local and regional levels.

Testing of commercial computer software, creation of software, and introductory professional development computer in-service workshops took place early in the year.



SAVE THAT TREE -- Lillian Schrock's Grade 3-4 class from Woodward Avenue School performed a skit during 1983 Arbor Week opening ceremonies at the old Woodward Avenue pump house. Above, Board Chairman Marion Lowe and Garden Doctor Bill Hartnoll are assisting students with tree planting to commemorate the event.

PHYSICAL AND HEALTH EDUCATION

Health received a great deal of attention through the Board's request for a system-wide survey, including parental input on the status of Health Education. Another research project involved a review of the itinerant physical education program conducted by McMaster University. The report was extremely supportive and recommended a continuation of this program.

Recommendations were made for the planning of a Physical and Health Education credit for Hamilton's first co-educational vocational school.

MUSIC

Instrumental music courses were introduced in two additional elementary schools. Two of the highlights in secondary school were a Stage Band Showcase and the traditional Massed Bands Festival at Hamilton Place last Spring.

MICROCOMPUTERS IN EDUCATION

Computer education took a dramatic leap forward in the province during 1982-83. The Hamilton Board began the first of a series of workshops designed to provide computer in-service training to the entire teaching staff of the Board's 98 schools.

A number of machines assembled into a computer laboratory now move from school to school. In this manner, four secondary and four elementary schools were serviced in the 1982-83 school year.

Repeated workshops were held after school four nights per week. Those teachers who volunteered to take the workshops (90% of the eight staffs involved) received a minimum of 15 contact hours of instruction and hands-on experience with microcomputers. To accomplish this, the Hamilton Board has employed 150 microcomputers.

During the present school year, an additional four secondary schools and twelve elementary schools will have had the lab on site.

COOPERATIVE EDUCATION

Cooperative education programs are designed to provide secondary school students with on-the-job training related to their in-school subjects. The majority of students spend half of their day in school and the other half at the training stations. Students receive senior credits for learning accomplished on the job. Since the program began in the Spring of 1979, more than 1,000 students have received Co-op training and credits. During the Summer of 1983, 50 Grade 11 students participated in a co-operative education program related to Business, Technical, Vocational and Family Studies. In September, 250 students were enrolled in the co-op program, and an additional 100 students are expected to enrol in the next semester.

A paper, co-authored by one of our Board's cooperative education coordinators, was selected for presentation at the Cooperative Education World Conference which took place in Melbourne, Australia in February 1983.

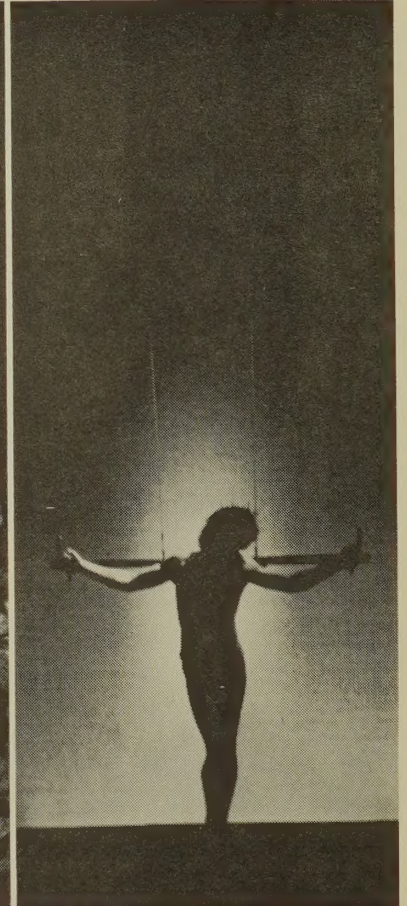
OTHER DEVELOPMENTS

In March of this year, the Board passed the following resolution:

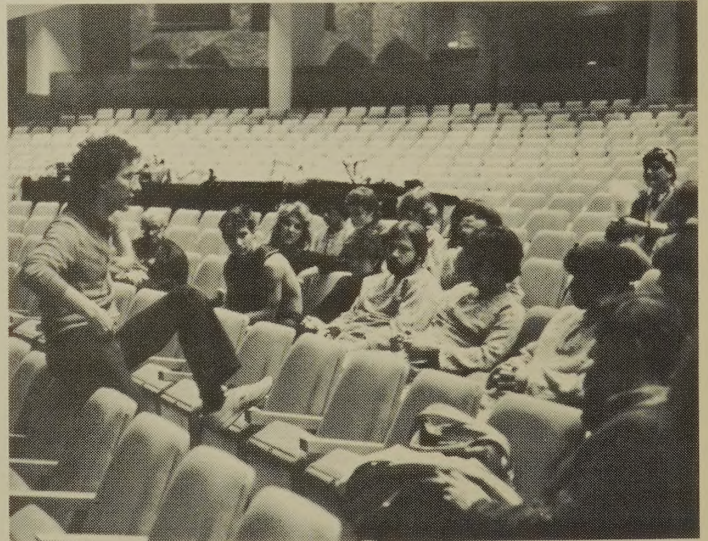
THAT THE BOARD APPROVE CONTRACTS WITH THE ONTARIO HUMAN RIGHTS COMMISSION FOR CURRICULUM DEVELOPMENT CONCERNING DISCRIMINATION AND PREJUDICE FOR THE GRADE 11 AND 12 MAN IN SOCIETY COURSE AND FOR THE GRADE 9 AND 10 COURSE."

The Commission and our Board are co-sponsoring this curriculum project which is now actively underway at Sherwood Secondary School.

AN OUTSTANDING PRODUCTION



An outstanding student production of "Jesus Christ Superstar" moved into Hamilton Place from March 23-26, 1983 under the direction of a Westdale English teacher. Never in the history of this region was there a community undertaking of this magnitude designed to showcase the talents of secondary school students. Fifty students from 23 Hamilton, Wentworth County and Burlington schools were involved. Production expenses of more than \$80,000 were paid by Hamilton Place. Rehearsal facilities and other support were provided by the Hamilton Board of Education. A two-month loan of the Old Public Library was given by the City of Hamilton for pre-production use. Thousands of extra-curricular hours were devoted by teachers of Hill Park, Glendale, Westdale, Westmount and Sir John A. Macdonald secondary schools to this production.



English Teacher, Dave Dayler, pictured with his cast and two photos taken during the performance of Jesus Christ Superstar.

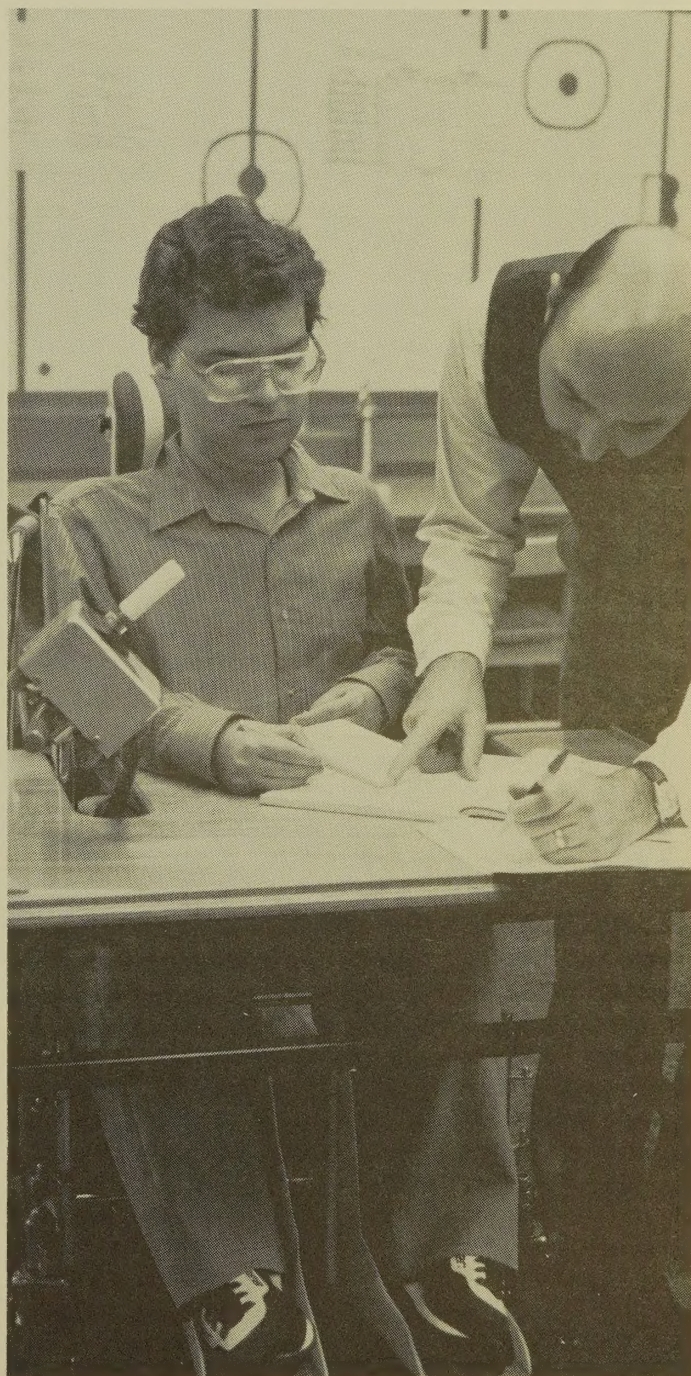
SERVING SPECIAL STUDENTS

During the 1982-83 school year, the Board continued to serve the needs of special students. Self-contained programs were provided for a total of 1,250 students who have intellectual, communicational, physical or behavioural exceptionalities. In a remedial capacity, an additional 366 students were served by a learning resource teacher program. When students receiving speech correction, students in schools for the trainable retarded and students being provided education within community facilities are also taken into account, the number receiving special education services totalled 7,201.

A learning resource teacher program, designed to provide remedial assistance to pupils and additional assistance to regular classroom teachers, was introduced into five schools in 1982-83 and now has a total of 21 resource teachers serving 30 schools.

This September, two additional primary opportunity classes, two specific learning disability classes and one class for autistic children were opened. September also saw the implementation of a program for intellectually gifted students. Four itinerant resource teachers for the gifted are serving children at the Primary level. At the Grade 4-5 level, there are four selfcontained classes for gifted students. The needs of gifted secondary students are being served by learning resource teachers. This marks the beginnings of a carefully planned program.

The implementation of the Board's long-range plan to serve exceptional students is being monitored by advisory committees made up of members of community associations who are concerned about the needs and abilities of special students.



Richard Gallant, pictured with his Grade 8 Teacher, Rick Brawn at Lisgar Elementary in 1982-83, has graduated to Grade 9 at Sir John A. Macdonald where he is now taking a regular program with special assistance by Learning Resource Teacher Ellen MacAskill.

INTEGRATION OF SPECIAL STUDENTS INTO REGULAR SCHOOLS AND INTO THE COMMUNITY

- Satellite Program

A "satellite program" which provides instruction to trainable retarded children within regular schools was expanded in 1983. Two additional classes for junior trainable retarded youngsters were opened in Viscount Montgomery Elementary School. A total of eight classes within regular schools provide an opportunity for interaction between regular and special education students.

- Link-up Program

A "link-up program" at Christie Outdoor Education Centre is another example of integration. At the Board's Outdoor Education Centre, students from our vocational secondary schools are assisting in the instruction of students from classes for the trainable retarded.

- Artists in Schools

This year Vincent Massey School for the Trainable Retarded took part in a unique "Artists in the Schools" project. Under the sensitive leadership of artist, Catherine Gibbon, students created a number of works of art in various media, depicting themselves and their community. The results of this project have been exhibited at Harbourfront in Toronto and the Carnegie Gallery in Dundas. Further exhibits to the community are being planned.

SERVING STUDENTS OF ALL AGES

- Classes for Adults

The Hamilton Board offers a variety of continuing education opportunities to the community through day and evening classes. Evening schools enrolled more than 4,500 students in general interest courses and approximately 3,500 in credit courses this year.

- Summer School

During the summer of 1983, 2,900 students registered and completed more than 2,800 credit courses.

- Heritage Languages

A Heritage Languages program which offers instruction in languages other than the two official languages has grown to include Hamilton classes in 15 languages. Enrolment stands at approximately 1,400.

- English for Newcomers

To assist immigrants to learn English, we are offering English as a Second Language classes both for adults in the community and for students in our schools.

- L.O.N.A.R.

L.O.N.A.R. which stands for "Linking of Needs and Resources" is an adult basic education program assisting people with limited formal education or resources to get job training. In conjunction with the Region, this program is operating out of the former McIlwraith School building and now has an enrolment of approximately 70.

- Volunteers

Nearly 1,500 volunteers are at work throughout our school system. It would be remiss not to acknowledge the important service to our students provided by these dedicated adults. Not only are they assisting tremendously in the learning process but, in return, these adults are enjoying a sense of satisfaction through having a positive influence on the lives of today's young people.



CLASSES FOR EVERYBODY -- No matter what your interests or needs may be -- from stained glass crafts to ballroom dancing to credit courses to fixing your car -- the Board probably has a day or evening class for you.

PREPARING FOR FRENCH IMMERSION IN SECONDARY SCHOOL

French immersion was introduced into our school system in 1975. In September of 1984, the graduates of the elementary program will enter a secondary school program for the first time.

The emphasis of this program has been upon children "learning in French" rather than "being taught French". From the day they begin Kindergarten, students quickly conclude that their teacher understands English but speaks only French in class. With remarkable ease and speed, children learn to use French for classroom communication.

Commencing September 1984, Grade 7 will be added to Cardinal Heights and Grade 2 to A. M. Cunningham. The "lead class" from Ryerson will enter Westdale Secondary School. The secondary program in French Immersion will consist of (Grade 9 in 1984) - Francais, Science and Geography, and (Grade 10 in 1985) - Francais, Mathematics and History.

FOCUS ON GENERAL LEVEL EDUCATION

During the 1982-83 school year, one of the priorities of the Hamilton Board of Education was to address the needs of secondary students enrolled in general level courses. Area superintendents, secondary school principals and subject supervisors developed personal objectives related to the concern for improving general level education. In addition, general level committees were established in each of the composite secondary schools and a General Level Coordinating Committee was formed for the system.

Through the use of a newsletter, **In General**, and through workshops and professional activity day programs, the General Level Coordinating Committee has acted as a clearing house for teachers and other Board personnel who wish to share strategies which work when teaching general level courses.

The complexity of the issues identified over the past year has led to continuing this system-wide emphasis throughout 1983.

FRENCH IMMERSION	
Locations in Hamilton	Enrolment
1. <u>West City below</u> <u>Escarpment:</u> Earl Kitchener - started 1975 - now Kindergarten to Grade 5	277
Ryerson - started 1981 - Grades 6 to 8	101
2. <u>Mountain Area:</u> Pauline Johnson - started 1977 - K to Grade 5	206
Cardinal Heights - started 1983 - Grade 6	25
3. <u>East City below</u> <u>escarpment:</u> A. M. Cunningham - started 1982 - K - Grade 1	72
TOTAL:	681

PREPARING TO OPEN HAMILTON'S FIRST CO-EDUCATIONAL VOCATIONAL SCHOOL

Hamilton's first co-educational vocational secondary school will open its doors next September. Preparations have been underway during the past two years, examining the impact on students and staff, curriculum matters, patterns of organization and physical accommodation needs.

Next Fall, more than 2,000 students will be attending Hamilton's six vocational secondary schools -- two for girls, three for boys and the new co-educational school.

For students in the 14 to 18 year age group who are not likely to proceed to post-secondary education, these secondary schools have a great deal to offer. They combine general education with vocational training, preparing students for direct entry into the world of work.

Under the Ministry's new reorganization of secondary education (R.O.S.E.) coming into effect at the Grade 9 level next Fall, vocational secondary students will be able to earn a Certificate of Education (upon completion of 14 credits) and the new Ontario Secondary School Diploma (upon completion of 30 credits).

The Board and staff are looking forward to the opening of Hamilton's first co-educational vocational school. The range of courses available to both girls and boys will be extensive -- from Auto Servicing, Welding and Horticulture shops to various Family Studies subjects, Hairdressing, and Hospital Services as well as the regular academic subjects. This new school will represent a significant step forward, providing additional education opportunities for Hamilton students.



RESTAURANT SERVICES (Quantity Cooking) is one of numerous vocational secondary courses equipping students for direct entry into the world of work.

PROJECT BUSINESS

Project Business has been designed to help Grade 8 students to understand concepts in the business world of Canada's free enterprise system. Now in its third year, this involves consultants from business, working in cooperation with classroom teachers on a variety of units. Topics include the Canadian economy, the Canadian market system, economics, money and banking consumerism, and choosing a career. Seven of our schools are involved in the project this Fall and it is expected that five schools of the Hamilton-Wentworth Roman Catholic Separate School system will be involved during the Spring term.

Growth of this program continues in eleven jurisdictions across Canada, now involving 500 classes and a total of more than 15,000 students.

ALTER-ED IS SAVING STUDENTS

Several students have "turned their lives around"--thanks to an alternative education program operated by the Board. Named "Alter-Ed" by its students, this program is located on the second floor of Caledon Secondary School. It began in April 1982 and now has an enrolment of 52.

Alter-Ed is designed primarily for dissatisfied and, in many cases, disenchanted students who have either dropped out of secondary school or are very close to doing so. The majority are of average or above average intellectual capacity and have accumulated some secondary school credits.

Before being accepted into this program, every student must demonstrate a high degree of commitment and appear before an admissions committee. Regular individualized counselling is an integral part of the program which operates under a steering committee, headed by an area superintendent.

Alter-Ed has been firmly established on the premise that parents and staff must work together in the best interest of each student, and has met with unqualified parental support.

While impressive statistics have been collected on several aspects of this program, the most significant statistics relate to improved attendance. In general, this Alternative Education Program has resulted in -

- renewed student commitment to work and achievement,
- improved attitude towards authority, school and learning,
- increased self-confidence and a sense of self-worth.

Alter-Ed is off to a fine start and, with careful planning, will continue to grow and meet the needs of its students.

SUMMER SKILL PROGRAM

Since 1967, our Board has offered a unique four-week summer program for senior elementary students. In 1983, a total of 759 enrolled, representing an increase of 200 over 1982.

Without such a program, many senior elementary students would find themselves with little to do during the summer. They are at an awkward stage--too young to have a summer job and yet too old to be interested in playground activities. The Summer Skill program provides carefully planned activities making constructive use of their leisure time.

Summer Skill begins the last week of July and runs from 9:00 a.m. to noon, Monday through Friday. It is strategically located within four secondary schools--Delta, Sir John A. Macdonald, Hill Park and Barton.

The program is designed to parallel and supplement many aspects of school curri-

culum. It provides skill building experiences related to physical, social and academic improvement. Students select two courses from numerous non-physical and physical options, including mathematics skill building, reading skill building, cooking, music, golf, archery, judo, track and gymnastics.

PLANNING NOW FOR BICENTENNIAL YEAR

Beginning on New Year's Eve, the Province of Ontario will be celebrating its 200th Birthday. The provincial government is encouraging all Ontario communities to participate in this festive occasion. The Ministry of Education has requested that local school boards make every effort to develop student awareness of this event.

In preparing for this year-long celebration, the Hamilton Board of Education has established a Bicentennial Co-ordinating Committee. The committee consists of trustees, officials, principals, and teacher federation representatives.

The purpose of this committee is to:

- a) develop strategies for awareness in our schools
- b) determine the priorities on a system-wide basis and co-ordinate those efforts
- c) act as a planning resource for the system.

The intention of the committee is to ensure creative, thoughtful planning for happy celebrations and rich learning experiences for our students. We hope that students will come to appreciate how the traditions of cultures which are represented in this province have shaped the environment and enriched the quality of life for all Ontarians.

Although specific projects are expected to take place in schools throughout 1984, the committee is looking to Educa-

tion Week (April 29 - May 5) as the period when we will concentrate upon showcasing in our community the kinds of good work which takes place daily in our school system.



EDUCATION WEEK SPECIAL--As part of showcasing what they are learning in school, Caledon Secondary's Hairdressing students offered "free" shampoo and styling for seniors during Education Week--1983.

BUSINESS

DEVELOPMENT OF BUDGET

The purpose of the Business Department is to provide the means to meet the priorities of the Board. This leads directly into the development of the budget. The objective in developing the annual budget is to arrive at the minimum expenditure required to finance the educational system consistent with the policies established by the Board.

The 1983 budget estimates increased 7.1% over 1982. This represented an increase in taxes of \$51.00 for the average residential taxpayer having an assessment of \$5,000.

Revenue comes primarily from two sources--grants from the provincial government and from local realty taxes. Provincial support of educational expenditure has been gradually shrinking, dropping from 48% of the total budget in 1975 to 33% in 1983 resulting in a larger share required from the local taxpayer.

BUILDING PROJECTS

The major building projects completed or in process during the year are a gymnasium addition at Lake Avenue School, four demountable classrooms at Prince Philip Elementary School and alterations and renovations at Ainslie Wood Secondary School. In addition, the City completed a Recreation Centre at Sir Allan MacNab Secondary School.

Creative Playgrounds were completed at W. H. Ballard and Fairfield Schools.

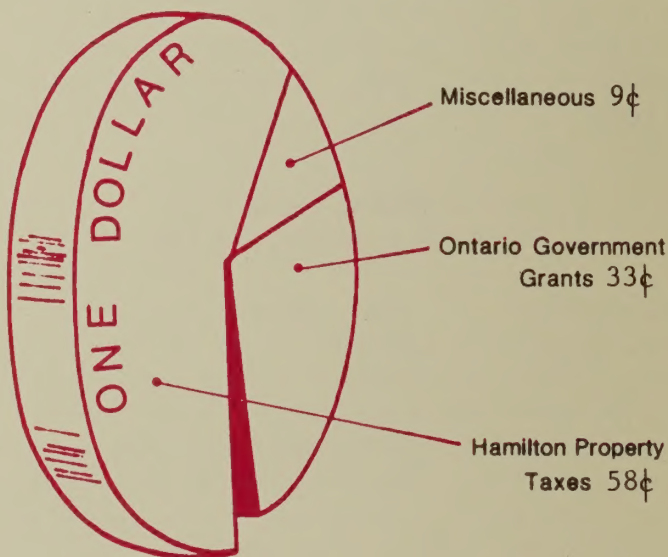
COMMUNITY USE OF SCHOOLS

Community use of gymnasia is increasing. The city's Culture and Recreation Department used accommodation in our schools on 5,329 occasions in 1982 compared with 4,193 in 1981. After-hours use of facilities by the schools also increased.

THE 1983 BUDGET

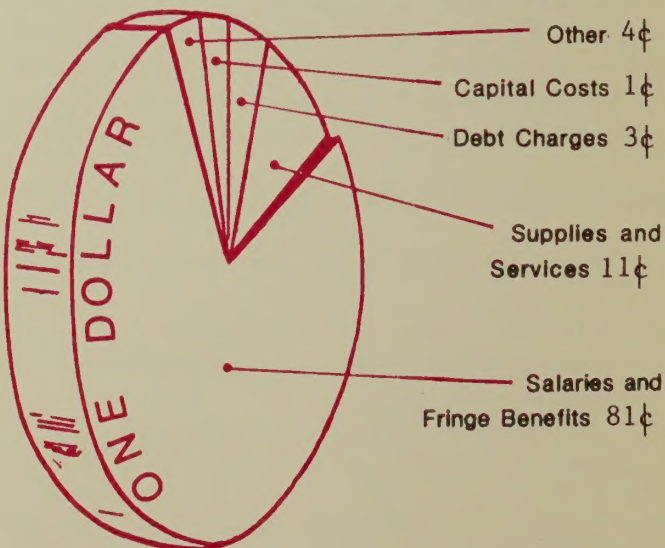
REVENUES

The sources of each 1983 education dollar:



EXPENDITURES

The way each 1983 education dollar is being spent:



We are pleased to report that the schools closed because of declining enrolment have all been leased. The most recent closure, Princess Elizabeth Elementary School was immediately rented to a private school and is serving a useful purpose. The main use of these schools is still for educational purposes.



COMMUNITY USE OF SCHOOLS -- On Wednesday nights, Stelco takes on Dofasco in our Westdale Secondary School gym. They are among hundreds of community groups now making good use of schools outside school hours more than 5,000 times each year.

ADMINISTRATIVE COMPUTER SERVICES

Since the Board first acquired its own computer in 1967, there has been a continual growth of computerized applications. At the same time, the computer equipment has gone through two major upgrading phases to take advantage of current technology.

There are approximately a dozen major applications being processed of which the Student Information System accounts for more than one-half of the processing time on the computer. This system for student record administration involves timetabling, attendance recording and marks processing. The composite secondary schools were the first on the

system and since October, 1982, we have added seven vocational secondary schools, three schools for the trainable retarded and 37 elementary schools to the Student Information System bringing the total to 81 schools being served. We plan to have all schools on the system by the Fall of this year.

As a further development of the Student Information System, we have installed I.B.M. Personal Computers in Barton and Hill Park to assist in making timetable changes, recording attendance and maintaining student information. An experimental project is also underway at Westdale Secondary School, using an I.B.M. Personal Computer to ascertain the benefits of using an on-line terminal system to record student information.

1983 FINANCIAL STATISTICS

THE 1983 BUDGET

REVENUES

	1982		1983		Increase	
	\$'000	%	\$'000	%	\$'000	%
Levy for Mill Rate.....	75,060	56	83,703	58	8,643	11.5
Provincial Grants.....	44,766	34	46,772	33	2,006	4.5
Other Revenues and Surplus.....	8,959	7	8,312	6	(647)	(7.2)
Suppl. Taxes and Payments in Lieu.....	4,688	3	4,108	3	(580)	(12.4)
TOTAL PROJECTED BUDGET	133,473	100	142,895	100	9,422	7.1

EXPENDITURES

	1982		1983		Increase	
	\$'000	%	\$'000	%	\$'000	%
Salaries & Wages, Employee Benefits, Travel & Personnel Training.....	107,169	80.3	115,997	81.2	8,828	8.2
Supplies & Services.....	15,444	11.5	15,731	11.0	287	1.9
Replacement Equipment.....	360	0.3	440	0.3	80	22.2
Capital Expenditures.....	6,646	5.0	6,245	4.4	(401)	(6.0)
Rentals, Fees & Contractual Services.....	2,788	2.1	3,118	2.2	330	11.8
Working Capital, Tax Remissions & Other.....	1,066	0.8	1,364	0.9	298	28.0
TOTAL PROJECTED BUDGET	133,473	100	142,895	100	9,422	7.1

TOTAL PER STUDENT COSTS

Total 1983 Costs Divided By Projected September Enrolments:

• Average cost per elementary student.....	\$3,022
• Composite secondary.....	4,173
• Vocational secondary.....	5,810
• Trainable retarded.....	9,089

TAXES on Average \$5,000 Residential Assessment

	1982		1983		Increase	
	\$'000	%	\$'000	%	\$'000	%
Education.....	439.60	43	490.60	45	51.00	11.6
City/Region.....	587.74	57	597.28	55	9.54	1.6
Total Taxes on \$5,000 Assessment	1,027.34	100	1,087.88	100	60.54	5.9

ADMINISTRATIVE STAFF — 1983

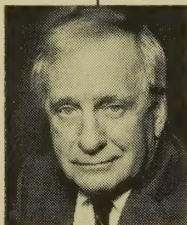
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

DIRECTOR



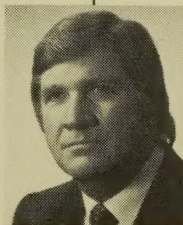
Arnold J. Krever

SECRETARY-TREASURER
AND
BUSINESS ADMINISTRATOR



Roy S. Cartmell

SUPERINTENDENT
OF OPERATIONS



Keith A. Rielly

SUPERINTENDENT
OF CURRICULUM
& SPECIAL SERVICES



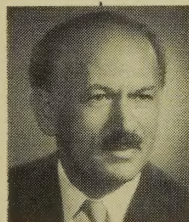
Clare G. W. McKague

DEPUTY
BUSINESS
ADMINISTRATOR



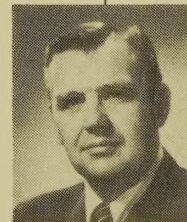
John Penner

DEPUTY
ADMINISTRATOR
(Buildings)



Joseph B. Singer

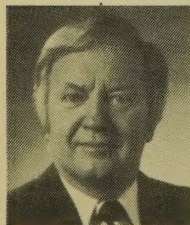
ASSOCIATE SUPERINTENDENT
OF CURRICULUM
& SPECIAL SERVICES



Peter S. Beveridge

AREA SUPERINTENDENTS

AREA 1



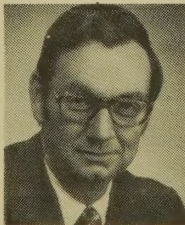
Ronald A. Kennedy

AREA 2



Donald Rothwell

AREA 3



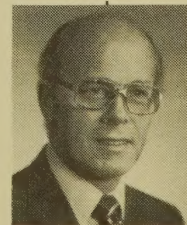
Lorne J. McLachlan

AREA 4



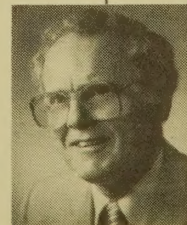
William D. Millar

AREA 5



Allan L. Stockwell

AREA 6



James Forrester

SIX AREAS / FAMILIES OF SCHOOLS



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